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**DAY 5**

**Exploring Communicable Diseases in India and Pakistan**

**STUDENT PROGRAM LEARNING PLAN**

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| **Date:** | 8/5/16 | **Grade Range of Learners:** | 9-12 /13-14 |
| **Total Number of Minutes:** | 8:45-3:45 (7 hours/420 minutes)  5 blocks: multiple 20-minute episodes per block | **Targeted Performance Level:** | AL/AM |

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| **Unit Essential Questions:**   * *To what extent do cultural perspectives related to health practices/wellness influence the diagnosis and treatment of illness and disease in India/Pakistan?* * *How might cultural barriers related to health and wellness be addressed to improve conditions?* |
| **Targeted Learning Plan Essential Question:**   * A committee of the World Health Organisation [has declared the Zika virus](http://www.bbc.co.uk/news/health-35459797) a global [public health emergency](http://www.who.int/ihr/procedures/pheic/en/). *What if the Zika virus spread to India/Pakistan? How well will India/Pakistan be able to respond to the challenge posed by this virus or any emerging and epidemic-prone diseases?* |
| **Global/Intercultural Content Understandings:**  **Learners will understand that** health experts fear the potential spread of the hazardous viruses, especially in certain regions, *unless and until* the authorities take appropriate action. The success of any intervention will depend on community acceptance by those at risk of disease and addressing broader societal concerns to ensure that those affected are comfortable with any actions taken to limit the disease’s impact on themselves or their children.The Conversation |

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| **Learning Goals: *Can-do statement(s) from the curriculum template addressed in this lesson appear in red.*** |
| **Interpersonal**:   * I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan. * I can take an active role in formal and informal face-to-face and Skype discussions with peers, instructors, medical experts and patients in healthcare settings. * I can support my opinions clearly and precisely in both formal and informal discussions, panels and debates. * I can express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems. * I can gather/relate basic medical information in simulated or real world medical settings. * I can inform and instruct about disease prevention and treatment and promoting positive health behaviors using culturally appropriate verbal and non-verbal language. * I can explain why and how cultural perspectives related to the diagnosis and treatment of illness and disease continue to influence medical and healthcare practices in India and Pakistan (Intercultural Competency) * I can use Hindi/Urdu to interact effectively with members of the target language community in order to create opportunities for collaborative action that improves conditions both locally and globally. (Global Competency)   **Interpretive(L/R)**:   * I can use main ideas and details containing low frequency medical/healthcare-related vocabulary from audio/ audio visual texts in creating a variety of cultural products and performances. (L) * I can follow banter heard in Skype sessions and video clips containing culturally authentic expressions. (L) * I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives. (L) * I can accurately represent the perspectives heard from peers, community members, and medical experts using specific and relevant examples. (L) (Global Competency) * I can obtain information, ideas, and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R) * I can summarize stated or implied attitudes and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R) * I can develop a clear position on an important medical/healthcare issue(s) based on evidence from sources that reflect multiple perspectives and draw reasonable conclusions. (R) (Global Competency) * I can analyze, synthesize, and weigh sources of evidence to develop coherent, well-supported, responses to current healthcare issues. (R) (Global Competency)   **Presentational(S/W):**   * I can narrate with ease and detail on targeted medical/healthcare topics/ issues based on information obtained from research and other sources. (S) * I can present on many concrete and some abstract topics related to medicine and healthcare. (S) * I can advocate for and defend a viewpoint related to medicine and healthcare in India/Pakistan in a clear and logical manner, while acknowledging varying cultural perspectives. (S) * I can propose culturally -appropriate actions that may assist in overcoming barriers to the diagnosis and treatment of specific diseases that are widespread in India/Pakistan. (S) (Intercultural Competency) * I can select and use appropriate technology and media to develop and present a creative product OR to present information or ideas of significance related to healthcare and wellness. (S) (Global Competency) * I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.(W) * I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors. (W) * I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of time frames and mood. (W) * I can write about proposed solutions to healthcare issues and inequities based on knowledge gained about these issues and related cultural perspectives.(W) |

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| **Block 1: Opening/Pre Skype Activity** |
| **Learners:**   * + - * Vote for the three most persuasive Mass Media Messages advocating for the practice of good social hygiene for disease prevention and justify reasons for the vote. * Exchange information and conclusions drawn regarding their analysis of data provided in various informational texts related to mortality rates over a 20-year period caused by specific communicable diseases due to viruses, bacteria and parasites. (Pairs/Small Groups) * Add conclusions drawn from the data and new information gained from the discussion with peers to the **Unit KWL Graphic Organizer**. * Share questions developed for guest physicians (who will discuss the relationship of cultural perspectives and practices to the prevention, diagnosis and treatment of communicable diseases) and formulate a class list of questions. (Pairs/Small Groups) |

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| **Block 2: SKYPE Session** | | | |
| **STAGE 1** | | **STAGE 2** | **STAGE 3** |
| **Do Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive (L/R):**   * I can follow banter heard in Skype Sessions containing culturally authentic expressions (L) | **Interpretive:**   * Low frequency **vocabulary** contained in various informational texts on * Diseases caused by viruses (e.g., polio, encephalitis, hepatitis, HIV infections) * Diseases caused by bacteria (e.g., diarrheal, tuberculosis, leprosy) * Diseases caused by parasites (e.g., malaria, filariasis) * Informal/formal **language structures** needed to understand and talk about the content above | **Interpretive:**   * Questions posed/comments made in response to native students opinions on multimedia messages * Conclusions provided by native students added to Unit KWL Graphic Organizer | **Interpretive:**   * Listen to rationale provided by native students regarding their vote for the most effective multimedia message. * Listen to the conclusions drawn by native students after analyzing data provided in various informational texts related to mortality rates over a 20-year period regarding specific communicable diseases due to viruses, bacteria and parasites. |
| **Interpersonal:**   * I can take an active role in informal and face-to-face Skype discussions with peers. * I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan. * I can express and defend my viewpoint or recommendations in planning for activities and events and in determining solutions to problems. * I can explain why and how cultural perspectives related to the diagnosis and treatment of illness and disease continue to influence medical and healthcare practices in India and Pakistan (Intercultural Competency) | **Interpersonal:**   * *Same as Interpretive* | **Interpersonal:**   * Accuracy of content and language used during data comparison, speculation about most problematic diseases and possible solutions and exchange of questions for guest physician   (Instructor Observation) | **Interpersonal:**   * Compare and contrast conclusions they have drawn from data analysis with those of native students. * Speculate why certain diseases continue to pose a greater societal problem and why. Pose possible solutions. * Exchange the lists of questions developed for guest physicians. |

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| **Block 3: Debriefing/Reflection/New Learning** | | | |
| **STAGE 1** | | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive:**   * I can accurately represent the perspectives heard from peers, community members, medical experts using specific and relevant examples. (L) (Global Competency) * I can summarize the points of view heard in informal arguments and formal presentations reflecting varying cultural perspectives. (L) * I can obtain information, ideas, and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R) | **Interpretive:**   * *Same as block 2 and:* * Low frequency **vocabulary** related to prevention, treatment and diagnosis of common communicable diseases in India/Pakistan * Informal/formal **language structures** needed to understand and talk about the content above | **Interpretive:**   * Summary of proposed solutions on Unit KWL Graphic Organizer * Notes on main ideas and insights into cultural perspectives from physician’s presentation, and regarding potential spread of Zika virus. | **Interpretive:**   * Summarize the proposed solutions made by heritage and native students for curtailing the incidence of common diseases caused by waterborne and other bacteria and place on Unit KWL Graphic Organizer. (Pairs/Small Groups) * Listen to the presentations made by guest physicians on the *Relationship of cultural Practices and Perspectives to the Prevention, Diagnosis and Treatment of Communicable Diseases*. * Take notes on main ideas and insights into cultural perspectives. * Listen to guest physician’s response to the WHO’s concern about the potential spread of the Zika virus in India/Pakistan. Note responses. |
| **Interpersonal:**   * I can speak fluently, accurately, and effectively in various timeframes about targeted topics, issues, experiences and events related to perspectives and practices concerning medicine and healthcare in India/Pakistan. * I can explain why and how cultural perspectives related to the diagnosis and treatment of illness and disease continue to influence medical and healthcare practices in India and Pakistan (Intercultural Competency) | **Interpersonal:**   * *Same as block 2* | **Interpersonal:**   * Accuracy of content and language used during the Q&A after guest physician’s presentation and exchanges about the Zika virus (instructor observation) | **Interpersonal:**   * Pose questions developed for the guest physicians and ask other questions prompted by information heard in the presentation. * Solicit a response from and engage in an exchange with guest physicians regarding the potential spread of the Zika virus or other epidemic-prone diseases in India/Pakistan and record responses. |

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| **Block 4: Transfer/Application of Learning** | | | |  |
| **STAGE 1** | | | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | | **Cultural/Content Knowledge Language/Vocabulary** | **Checking for Learning** | **Learning Activities** |
| **Interpretive:**   * I can analyze, synthesize and weigh sources of evidence to develop coherent, well-supported responses. (L/R) * I can use main ideas and details containing low frequency medical/healthcare related vocabulary from audio/visual texts in creating a variety of cultural products and performances. (L/R) | | **Interpretive:**   * *Same as Blocks 2 and 3 and:* * **Vocabulary** needed to devise a Strategic Action Plan to curtail the spread of Zika- For example: * *The Zika virus is an emerging viral disease transmitted through the bite of an infected mosquito, primarily Aedes aegypti.* * *Congenital malformations and other neurological complications are linked to the virus.* * *Major, epidemics of Zika virus disease may occur globally since environments where mosquitoes can live breed are increasing due to recent trends including climate change and rapid urbanization.* * *The main goal is to increase preventive measures, communicate risks and provide care to those affected.* * *Strategies may include outbreak response, community engagement, personal protective measures, care for people and families with potential complications, field investigations and public health research.* * Informal/formal **language structures** needed to understand and talk about the content above | **Interpretive:**   * Information selected for inclusion in Strategic Action Plan that takes into consideration cultural perspectives and practices | **Interpretive:**   * Using information obtained from guest physicians’ presentations and **additional research conducted on communicable diseases**, select information that would be critical to the development of a Strategic Action Plan for India/Pakistan in the event of the spread of the Zika virus or *any emerging and epidemic-prone disease i*n India/Pakistan that takes into consideration cultural perspectives and practices. (Pairs/Small Groups)   **Note:** The primary goal of devising a Strategic Plan is to determine viable strategies that could be used by India/Pakistan to defend themselves against any emerging and epidemic-prone diseases. |
| **Interpersonal:**   * I can take an active role in informal and face-to-face discussions with peers and instructors. * I can express and defend my viewpoint or recommendations when providing feedback | | **Interpersonal:**  *Same as Blocks 2 and 3* | **Interpersonal:**   * Outline of a Strategic Action Plan based on a **Strategic Action Plan Template** | **Interpersonal:**   * Brainstorm and then determine possible steps for a Strategic Action Plan based on those already developed by other countries with consideration for varying cultural differences in India/Pakistan and the likelihood for successful implementation in these countries. (Pairs/Small Groups) |
| **Presentational:**   * I can narrate with ease and detail on targeted medical/healthcare topics/ issues based on information obtained from research andther sources. (S) * I can present on many concrete and some abstract topics related to medicine and healthcare. (S) * I can advocate for and defend a viewpoint related to medicine and healthcare in India/Pakistan in a clear and logical manner, while acknowledging varying cultural perspectives. (S) * I can propose culturally -appropriate actions that may assist in overcoming barriers to the diagnosis and treatment of specific diseases that are widespread in India/Pakistan. (S) (Intercultural Competency) * I can select and use appropriate technology and media to develop and present a creative product OR to present information or ideas of significance related to healthcare and wellness. (S) (Global Competency) * I can express and defend my viewpoints in well written texts on topics/issues related to medicine and healthcare using culturally appropriate expressions.(W) * I can write clear, detailed descriptions of a factual nature on information related to disease prevention and promoting positive health behaviors. * I can write about targeted medicine and healthcare issues clearly and fluidly with consistent control of   time frames and mood. (W)   * I can write about proposed solutions to healthcare issues and inequities based on knowledge gained about these issues and related cultural perspectives.(W) | | **Presentational:**  *Same as Blocks 2 and 3* | **Presentational:**   * Final versions of Strategic Action Plans based on rubric criteria. **See attached Strategic Action Plan Rubric.** | **Presentational:**   * Create a Strategic Action Plan for oral and written presentation to the class, native speaking students and for review by guest physicians based on rubric guidelines. (Pairs/Small Groups)   The plan should include:   * A Problem Statement/Need * Major Strategies * Goals /Objectives/   Activities/Outcomes |
| **Block 5: Extended Learning** | | | |  |
| **STAGE 1** | | | **STAGE 2** | **STAGE 3** |
| **Learning Targets** | **Cultural/Content Knowledge Language/Vocabulary** | | **Checking for Learning** | **Learning Activities** |
| **Interpretive:**   * I can obtain information, ideas, and opinions from a variety of pre-selected electronic informational and some literary texts, and from peers and experts related to targeted medical/healthcare topics/issues. (R) * I can accurately represent the perspectives read about from medical experts using specific and relevant examples. (Global Competency) | **Interpretive*:***   * *Same as Blocks 2-4 and* * Low frequency **vocabulary** contained in various informational texts on: * Cardiovascular diseases * Diabetes mellitus * COPD * Cancer * Common Behavioral Disorders * Informal/formal **language structures** needed to understand and talk about the content above | | **Interpretive:**   * Notes on overview information on non-communicable diseases prevalent in India/Pakistan and insights gained on cultural perspectives/practices regarding the prevention, diagnosis and treatment of those diseases. * Identification of disease of interest for research and online resources found about that disease in the target language | **Interpretive:**   * Read information provided in several online resources **(**pre-selected by instructors**)** that provides an **overview of common non-communicable diseases** found in India/Pakistan. * Take notes on background information of medical importance and insights gained related to cultural perspectives/practices. * Choose one disease of interest for further research and search for online resources in Hindi/Urdu about the disease. |

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| **Resources**  The primary **resources** for this program include daily use of a range of technology tools (e.g., Skype, laptops, iPads, Web 2.0). Indian and Pakistani experts from the fields of medicine and health and NGOs will also serve as program resources. Lesson plans from the program will be posted on the Kean STARTALK 2016 website. Links to all resources, as well as samples of student work will hyperlinked by the end of the program.  **Culturally Authentic Interpretive Materials** (electronic listening, reading and viewing materials, which support the unit theme/topics)   |  |  | | --- | --- | | **Hindi Links** | **Urdu Links** | | **Lesson: 5 Blocks: 3/4**  **Link Title:** Zika Virus  [**http://navbharattimes.indiatimes.com/world/science-news/shots-for-other-viruses-offer-clues-in-race-for-zika-vaccine/articleshow/51407659.cms**](http://navbharattimes.indiatimes.com/world/science-news/shots-for-other-viruses-offer-clues-in-race-for-zika-vaccine/articleshow/51407659.cms)  **Link Title**: Zika Strategic Response Framework *(For Reference only)* [**http://www.who.int/emergencies/zika-virus/strategic-response-framework.pdf**](http://www.who.int/emergencies/zika-virus/strategic-response-framework.pdf)  **Link Title:** Additional research on Communicable Diseases  [**https://www.nlm.nih.gov/medlineplus/languages/hindi.html**](https://www.nlm.nih.gov/medlineplus/languages/hindi.html) | **Lesson: 5 Blocks: 3/4**  **Link Title:** Zika Virus: More Dangerous than Expected  [**http://www.bbc.com/urdu/science/2016/04/160411\_zika\_virus\_scarier\_rwa**](http://www.bbc.com/urdu/science/2016/04/160411_zika_virus_scarier_rwa)  **Link Title**: Zika Strategic Response Framework *(For Reference only)* [**http://www.who.int/emergencies/zika-virus/strategic-response-framework.pdf**](http://www.who.int/emergencies/zika-virus/strategic-response-framework.pdf)  **Link Title:** Additional research on Communicable Diseases  [**http://hamarisehat.pk/category-list/health-problems-1/**](http://hamarisehat.pk/category-list/health-problems-1/)  **Link Title: Hepatitis A B & C**  [**http://muhafez.blogspot.com/2016/06/hepatitis-ab.html**](http://muhafez.blogspot.com/2016/06/hepatitis-ab.html) | | **Lesson: 5 Block: 5**  **Link Title:** Non- Communicable Diseases  [**https://www.nlm.nih.gov/medlineplus/languages/hindi.html**](https://www.nlm.nih.gov/medlineplus/languages/hindi.html)  **Link Title:** Cancer  [**https://www.youtube.com/watch?v=NTKHqXVA55A**](https://www.youtube.com/watch?v=NTKHqXVA55A)  **Link Title:** Diabetes  [**https://www.youtube.com/watch?v=MxR8ifd5flU**](https://www.youtube.com/watch?v=MxR8ifd5flU)  **Link Title:** Heart Blockage and Related Diseases  [**https://www.youtube.com/watch?v=FyPiTZHUmR**](https://www.youtube.com/watch?v=FyPiTZHUmRs) | **Lesson: 5 Block: 5**  **Link Title**: Non Communicable Diseases  [**https://medlineplus.gov/languages/urdu.html**](https://medlineplus.gov/languages/urdu.html)  **Link Title:** Pakistan Response Statistics to Non-Communicable Diseases  [**http://www.who.int/nmh/countries/pak\_en.pdf**](http://www.who.int/nmh/countries/pak_en.pdf) | |

**Lesson Specific Instructional Materials found on a separated document include:**

1. **Unit KWL Graphic Organizer**
2. **Strategic Action Plan Template**
3. **Strategic Action Plan Rubric**

The Conversation